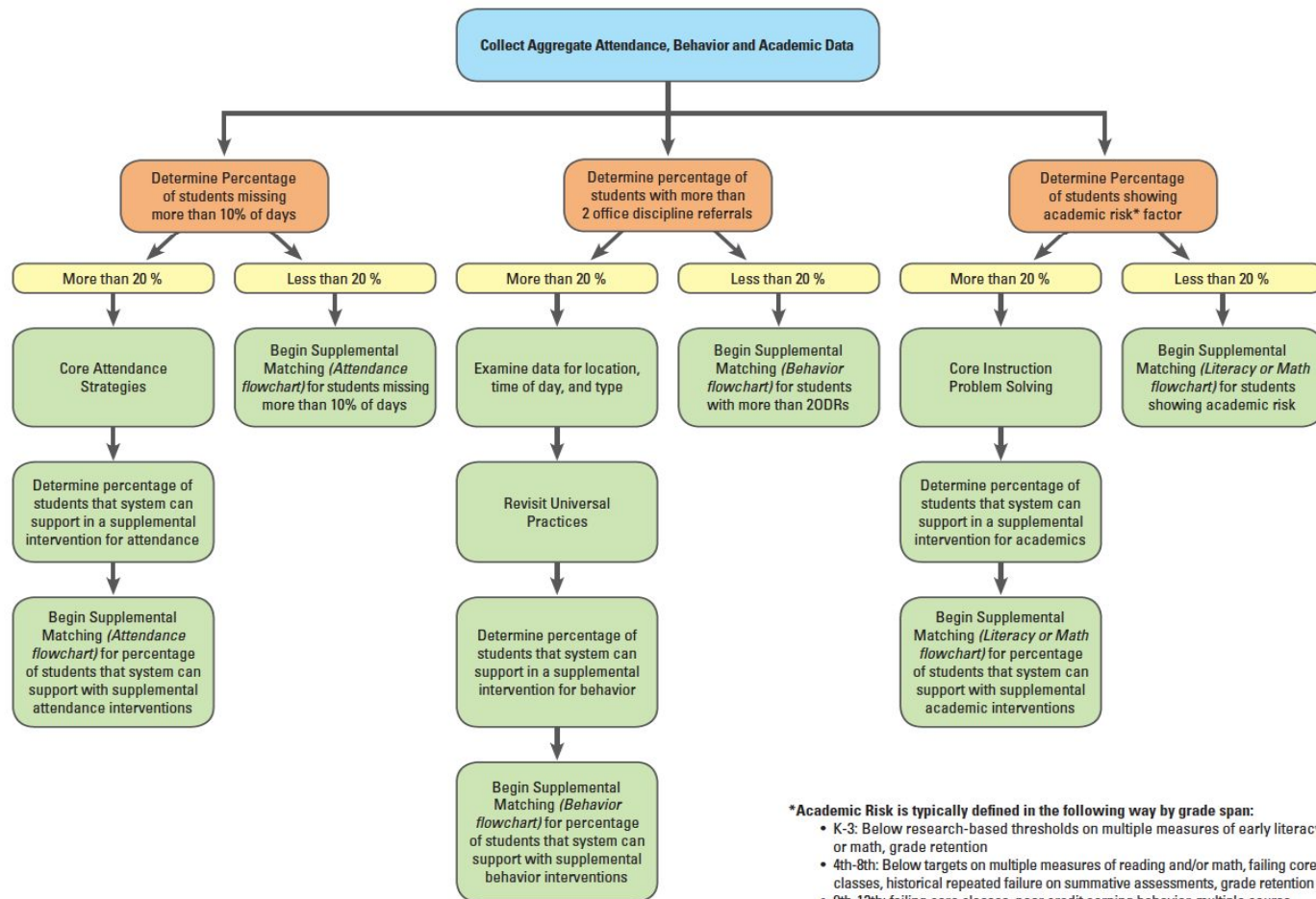


Behavior Interventions and Progress Monitoring

Nancy Kueffer
Susan Laney

Goals for this session:

- Provide a broad picture of a behavior intervention system in an MTSS
- Learn the steps of a behavior intervention standard protocol
- Revisit a FEW, good interventions
- Match progress monitoring tools to interventions
- Learn about intensifying interventions
- Practice making decisions using behavior intervention data



Overview Flowchart for designing and intervention system

- [Flowchart](#)
- [Explanation](#)

Building an Intervention System: Steps for the Work

Step One:

Ensure universal screening system is intact.

Attendance

Behavior

Academics

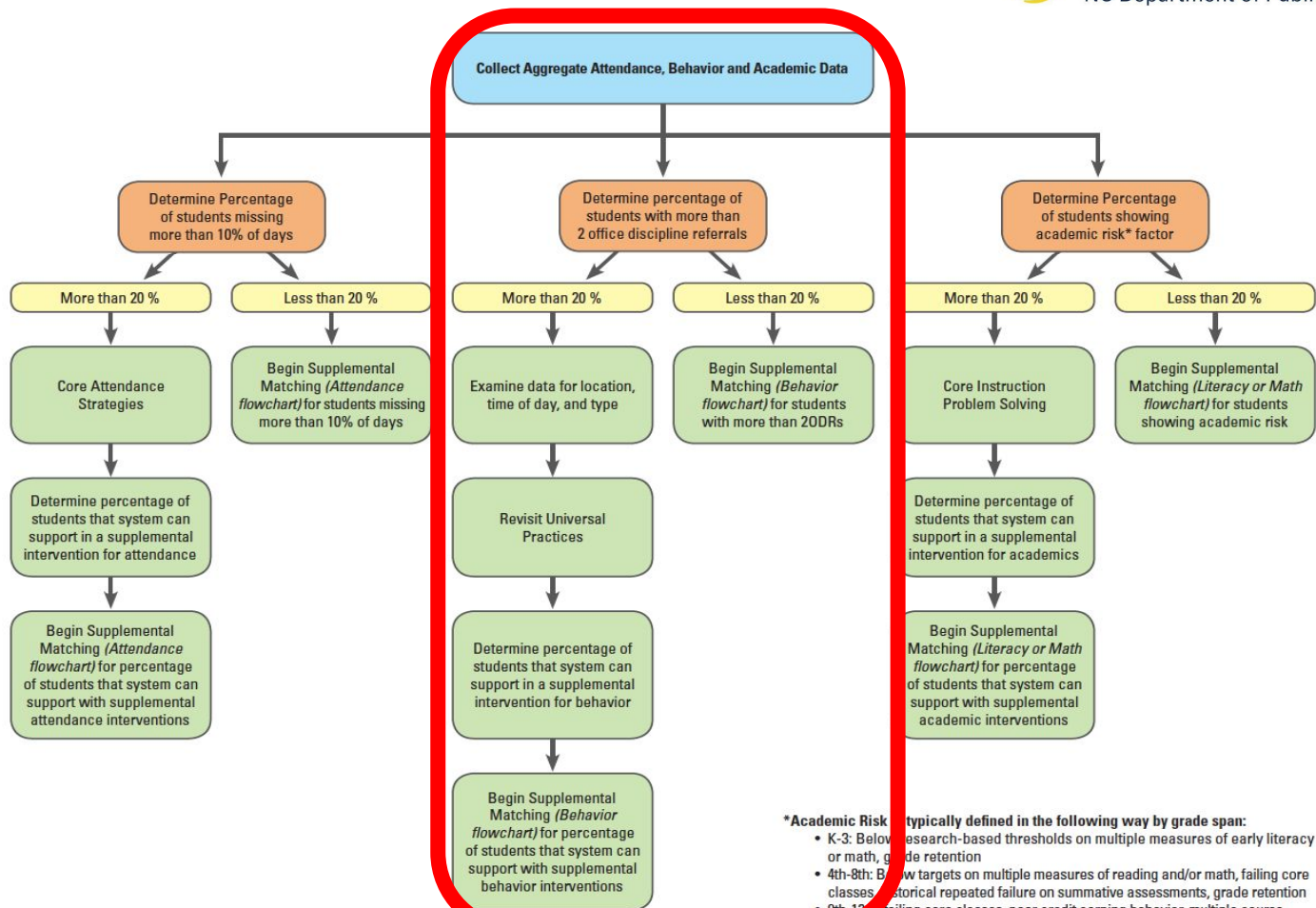
Missed more
than 10% of
school days

More than 2
office discipline
referrals

Academic Risk
varies by grade
span

More than 20 %

Less than 20 %





Collect Aggregate Attendance, **Behavior**, and Academic Data

Determine Percentage of students with
more than 2 office discipline referrals

More than 20 %

Examine data for location, time of day, and type

Revisit Universal Practices

Determine percentage of students that system
can support in a supplemental intervention for
behavior

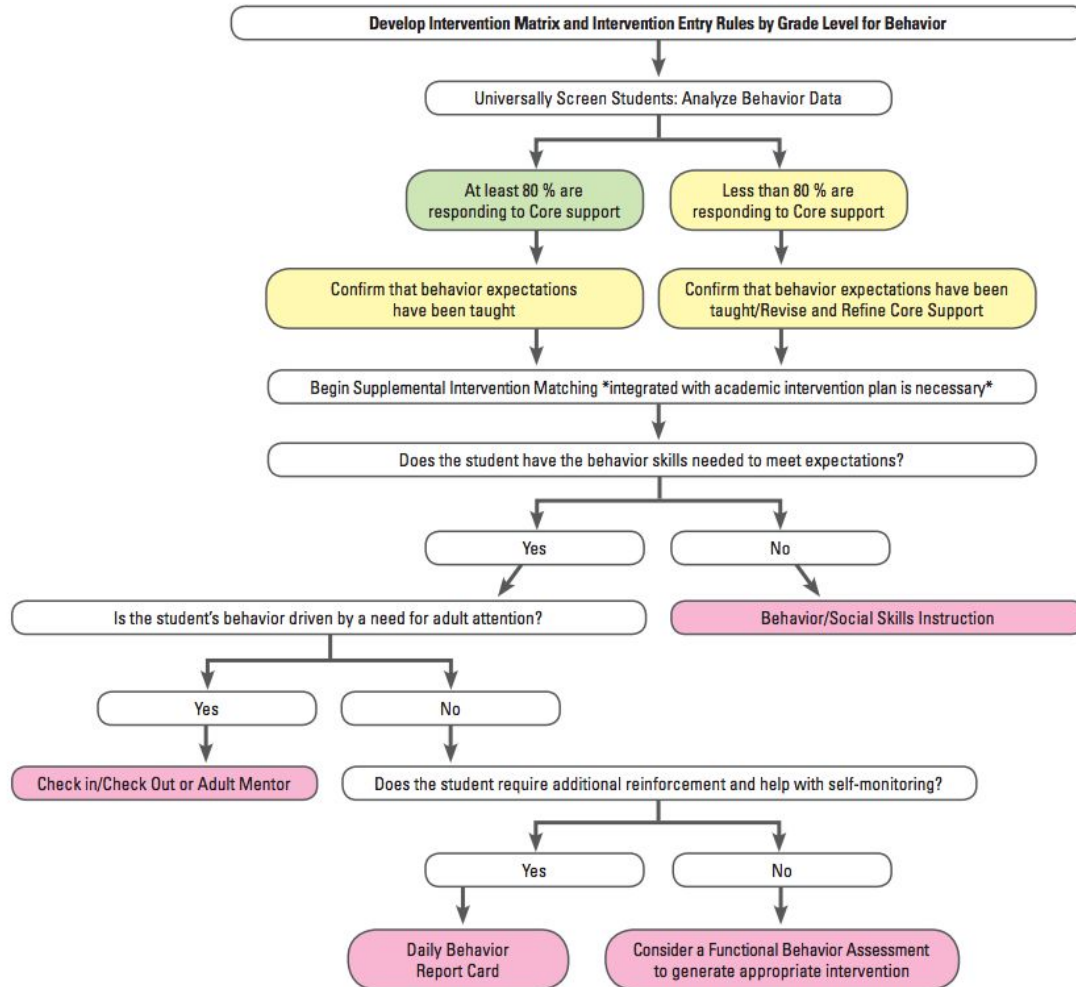
Begin Supplemental Matching (*Behavior
Flowchart*) for percentage of students that
system can support with supplemental behavior
interventions

Less than 20 %

Begin Supplemental
Matching (*Behavior
Flowchart*) for students with
more than 2 ODRs

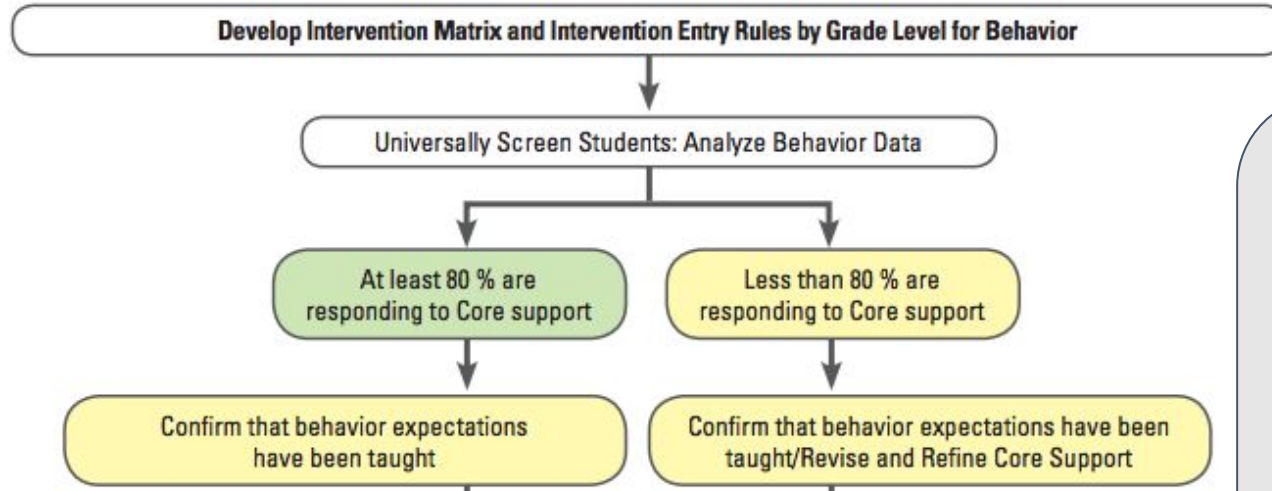
Student is Receiving Core Support if the Classroom Provides:

- Classroom behavior expectations are taught and reviewed regularly
- Students and teacher interactions are at a ratio of 4:1(4 positive statements for every corrective statement)
- Clear routines and procedures are a part of the instructional procedures in the classroom
- Differentiated instruction to include multiple opportunities to respond
- Methods for providing feedback on student behavior skill development that includes affirming and corrective statements



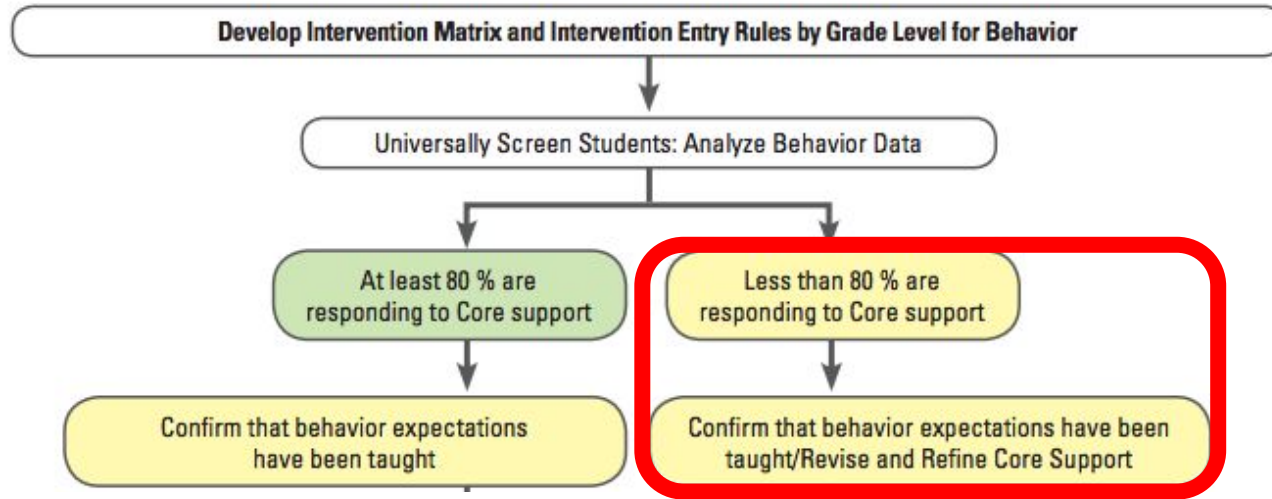
Flowchart for designing a behavior component to the intervention system

- [Flowchart](#)
- [Explanation](#)



What data/measures to we use for universal screening in behavior?

- Office Discipline Referrals
 - Why? No new data to collect, easy to analyze, good enough as a screening tool
- [Additional Measures](#)



Examine data for location, time of day, and type

Revisit Universal Practices

Determine percentage of students that system can support in a supplemental intervention for behavior

Data to problem solve supplemental intervention placement

- Office Discipline referrals
- Screening Tools
- Classroom consequences/punishment
- Present Level of Performance around behavior skills that are in place
- Antecedent Behavior and Consequence data
 - [Example](#)
 - [Brief Diagnosis Procedure](#)

Tier 1 :Differentiated Instruction



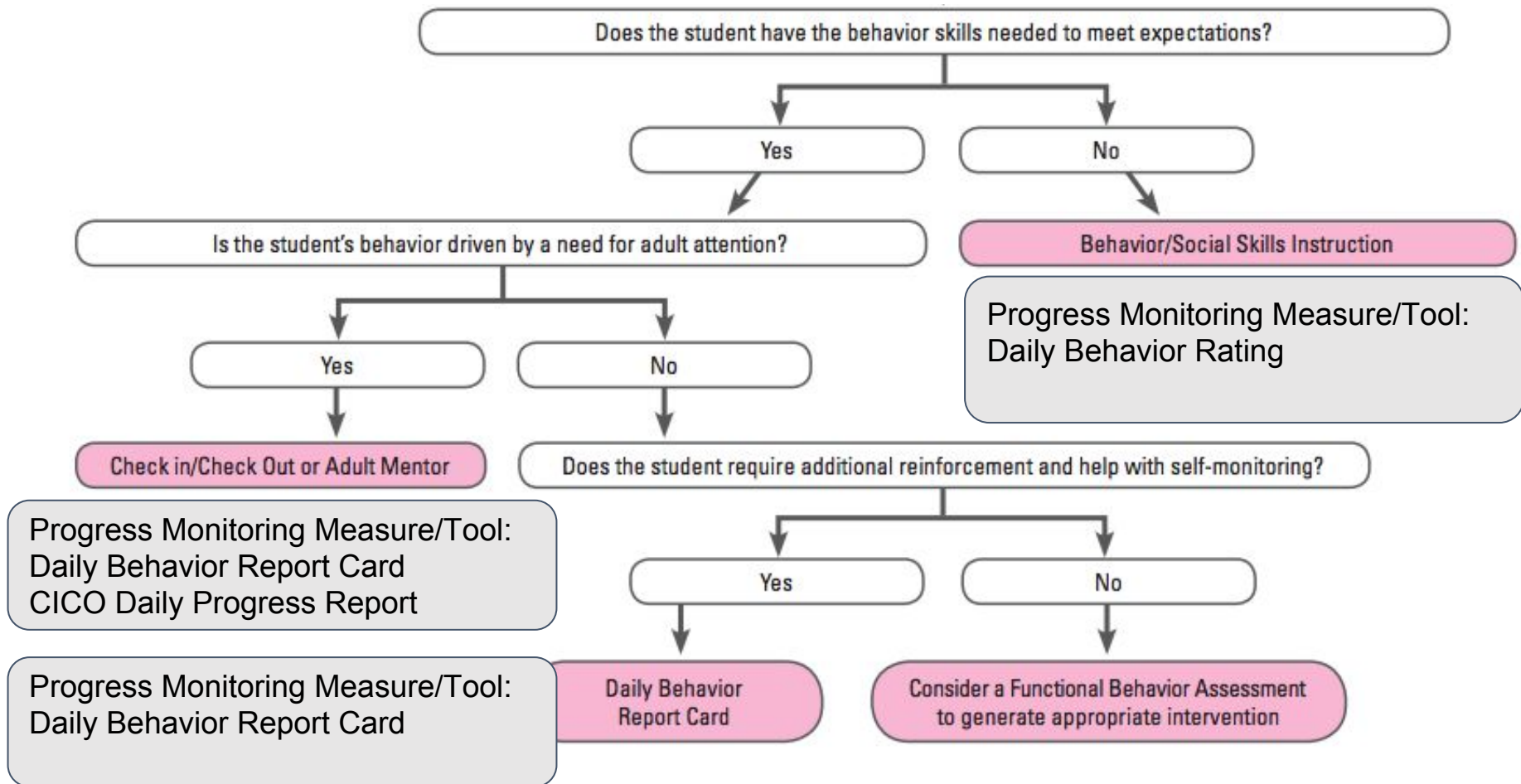
Examples:

- Planned ignoring
- Reminder Cards
- Proximity
- Picture cues
- Teach appropriate use of breaks
- Re-teaching expectations
- Choice (peers, activities, product etc.)
- Stress balls, wiggle seats, fidgets
- Positive office referrals
- 2X10 (chat with student 2 mins for ten days)
- Increase reinforcement
- Use differential reinforcement
- Teach appropriate ways to avoid work/attention
- Teach appropriate ways to gain attention

This is just
the
beginning

Supplemental Interventions

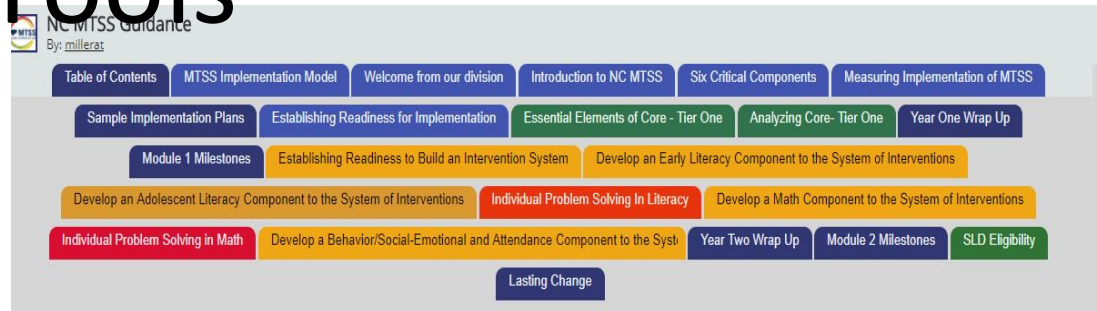
- **Only two functions for behavior**
 - Gain
 - Escape
- **Based on ABC data or teachers perceived function for behavior**
- **Should be easily and quickly accessed**
 - “Treatment protocol”
- **Check in/Check Out**
 - Attention
- **Social Skills Instruction**
 - Escape and/or attention
- **Mentoring Program/Safe Adult**
 - Attention





Behavior Progress Monitoring Tools

- Daily Behavior Report Card/CICO
- Daily Behavior Rating/DBR
- Frequency Counts



NC MTSS Guidance

Comprehensive guidance for implementing and sustaining North Carolina's MTSS framework for school improvement.



Table of Contents

- [MTSS Implementation Model](#)
- [Welcome from our division](#)
- [Introduction to NC MTSS](#)
- [Six Critical Components](#)
- [Measuring Implementation of MTSS](#)
 - [SAM for Stakeholders](#)

DBR: Daily Behavior Report Card

Student: _____

Time/Period: _____

Teacher: _____

Grade: _____

Description of Activity: _____

Directions: Place a dot along the line that best reflects the percentage of time the child exhibited the specified behavior during the observation.

Disruptive Behavior: Disruptive behavior is defined as a student action that interrupts regular school or classroom activities. For example: out of his/her seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.



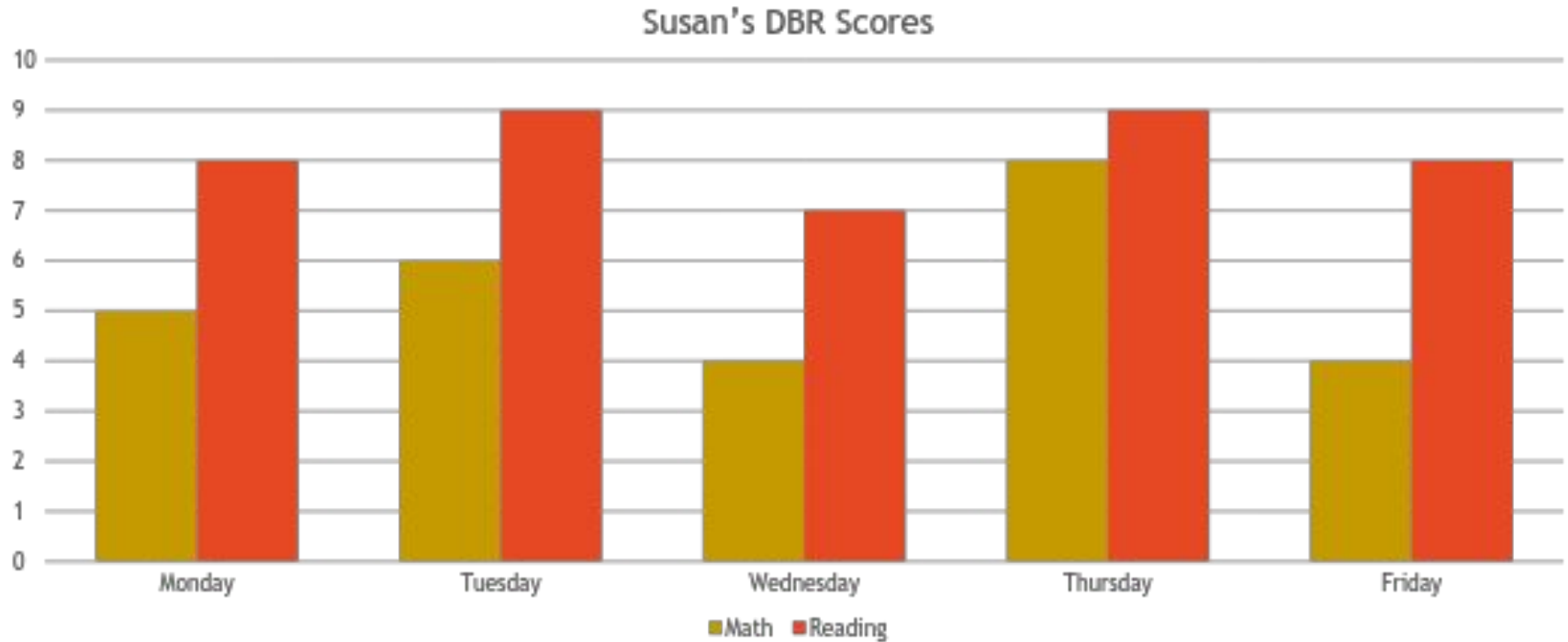
Academically Engaged: Academically engaged behavior is defined as actively or passively participating in classroom activities. For example: writing, raising his/her hand, answering a question, or talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.



Optional Behavior: _____



Susan's DBR scores for Math vs Reading



CICO Daily Progress Report

- Teachers rate student behavior at end of class periods

- Rating occurs daily

Name: _____ CICO Record

Date: _____

3 = great

2 = OK

1 = hard time

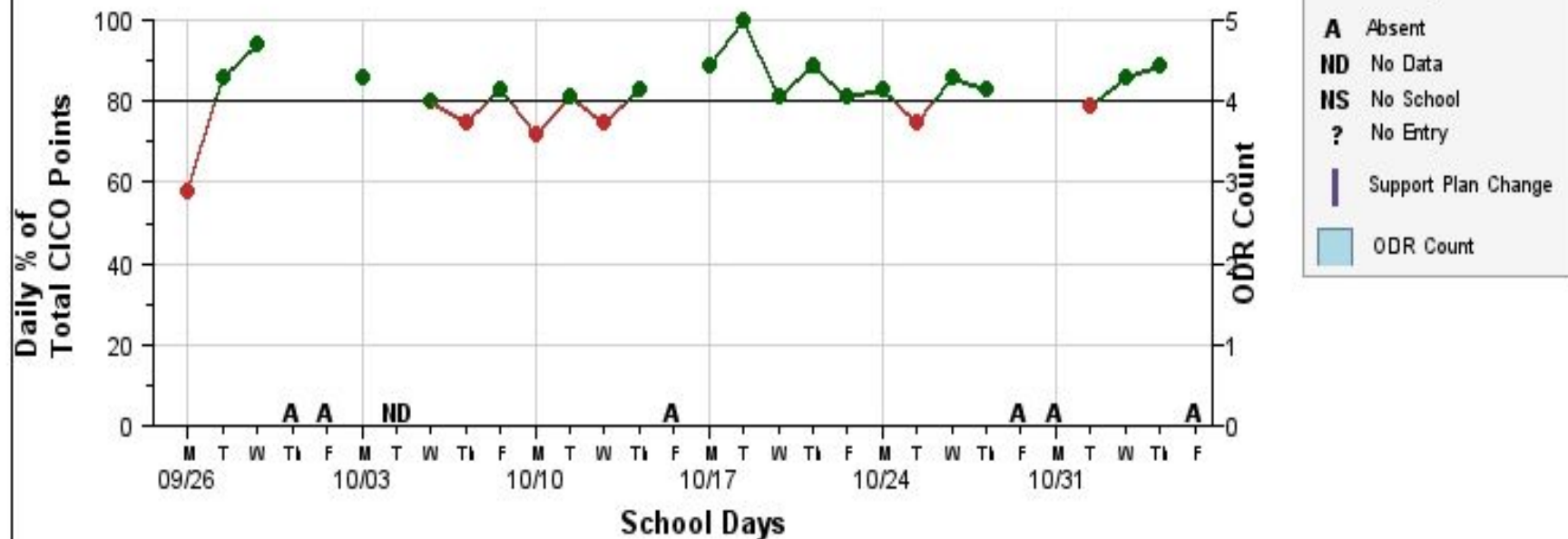


	Safe	Responsible	Respectful
Check In	3 2 1	3 2 1	3 2 1
Morning:	3 2 1	3 2 1	3 2 1
Lunch	3 2 1	3 2 1	3 2 1
Afternoon:	3 2 1	3 2 1	3 2 1
Check Out	3 2 1	3 2 1	3 2 1
Today's goal	Today's total points		

Student: Dana Jarvis

CICO Individual Student Count Report

September 24 - November 4, 2011



Monitor Fidelity of Instruction

“Treatment Integrity”

Example: CICO

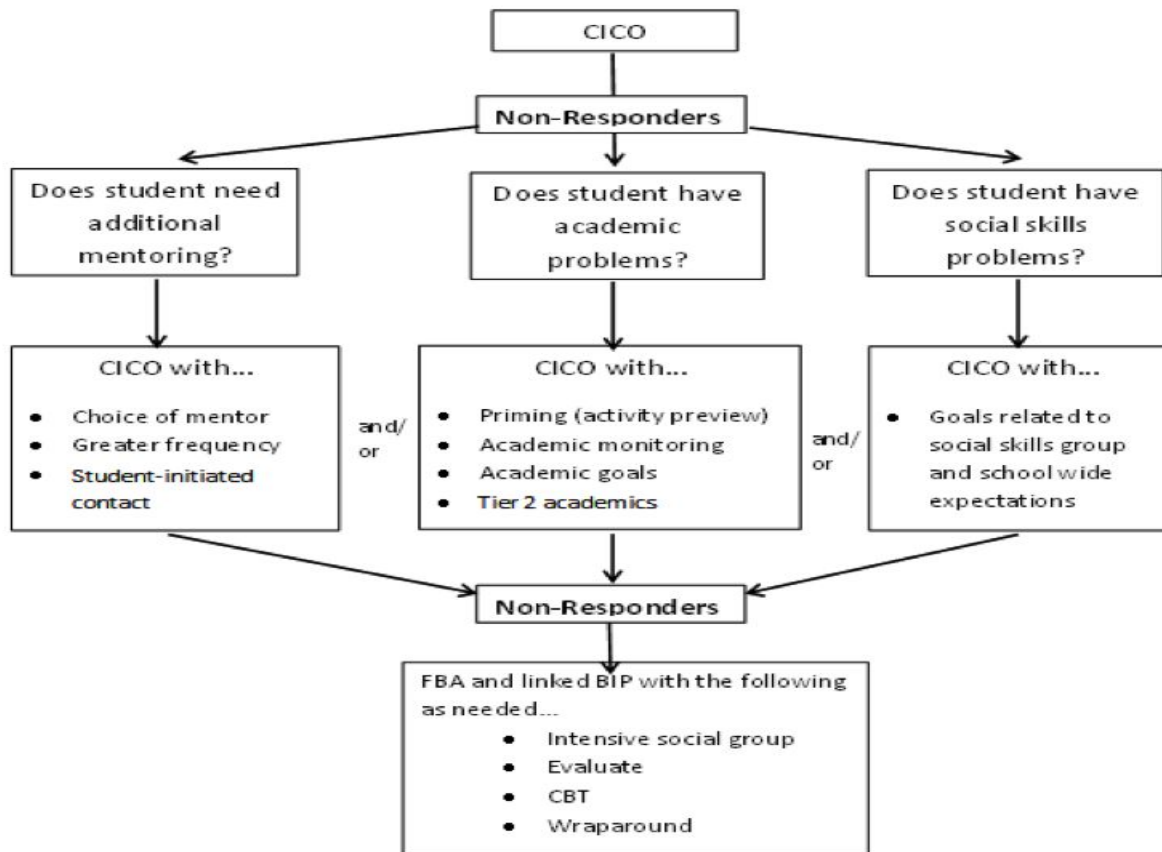
I made sure that my student had his CICO sheet today	I actively observed the student throughout the rating period	I rated student's behavior after each time period	I provided behavior specific praise and feedback after each time period
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

4-point Likert-type Scale: 0 = not implemented, 1 = limited implementation, 2 = partial implementation, 3 = full implementation

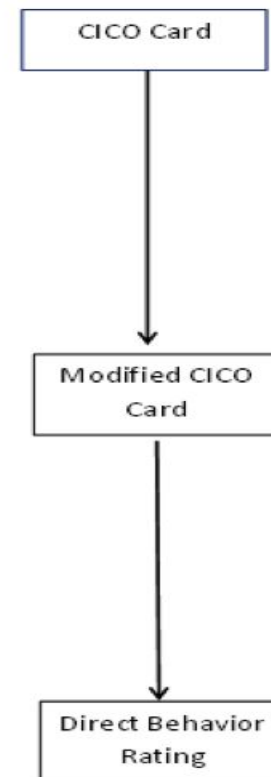
Modify or Intensity

1. Individualize the goals
2. Provide More Frequent Feedback
 - a. Implement additional feedback session with the intervention facilitator
 - b. Allow for more frequent interactions between the student and his or her teachers
3. Individualize the feedback procedure
 - a. **Allow the student to select** the adult with whom he or she will regularly meet to review progress
 - b. Allow the student to use alternative ways to contact the adult that will monitor his or her progress (e.g. e-mail, text messaging, etc.)
4. Individualize the Reinforcer based on the Function
 - a. Collaboratively develop an individualized contract that specifies the reinforcers the student will earn
 - b. Allow the student to select an adult with whom he or she can spend additional time

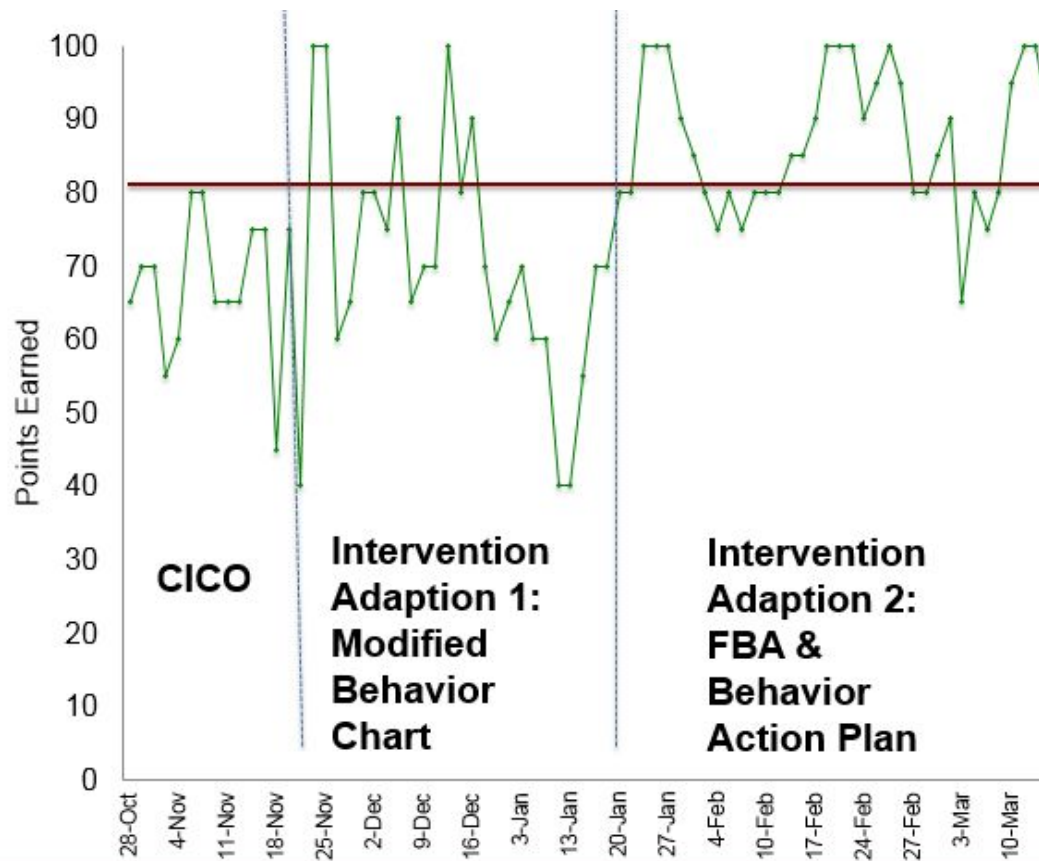
Intervention Progression



Progress Monitoring Tools



Robert's CICO Data



Activity

Problem Solving Progress Monitoring Data

